

UNITED BOARD

HORIZONS

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UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



Finding Ways to Sustain Connections
Educators Share Challenges, Ideas, and Solutions

Also in this issue:
Special Focus on the Philippines

Message from the President

Understanding Human Connection

How the world has changed since we published our previous issue of *Horizons* in December! The spread of COVID-19 has touched all of our communities, in ways that affect our health, our modes of work and study, our daily routines, and our mental and spiritual well-being. It raises new concerns about the future and the challenges of treating and preventing disease, absorbing economic shocks, and addressing equity issues.

On a very basic level, the pandemic asks us to re-evaluate our understanding of human connection: How do we sustain relationships in this new era of social distancing? How do we build a sense of community when our options for face-to-face interactions are limited? These are fundamental questions for the colleges and universities with which we work as well as for the United Board itself. We are an organization that thrives on networking and exchange, and the current crisis challenges us to identify the essence of our programs and infuse it into new formats.

Our programs are designed to create a space in which participants discuss shared challenges, exchange ideas on solutions, or simply offer a helping hand to their peers. These connections spark energy and creativity, which ultimately find their way into redesigned curricula, new techniques to engage students, or stronger ties between a campus and community. Online programming is one way to initiate those connections — in fact, about 600 educators joined an online workshop we offered in late April. We will continue to seek ways to marry our commitment to whole person education with the relative ease of digital communication, and trust that it will continue to support our efforts even after the much-longed-for day when we can gather in person once again.

We welcome ideas from all our colleagues, supporters, and friends on ways to make our work more effective in this period. What we learn from our shared experiences in 2020 will certainly shape our work in the years to come!



Nancy E. Chapman
President

Contents

Message from the President	2	Human Connectivity, Solidarity, and Cooperation	9
Network News	3	Jeane Peracullo, De La Salle University	
Sound Governance, Strong Foundation	4	The First Step is Asking “Why?”	10
Nirmala Rao, Asian University for Women		Galvin Radley L. Ngo, Ateneo de Manila University	
Helping Students and Faculty Meet the World	5	Digital Learning in Asia	11
Min-Yu Li, Chang Jung Christian University		A Life-changing Scholarship	12-13
Taking a Holistic Approach to Education	6	Weimin (George) Yuan	
An Interview with Hope Antone		An Enduring Guide for Teaching and Learning	14-15
Strengthening the University Ecosystem	7	Mercy Pushpalatha	
Anne Candelaria, Ateneo de Manila University		Internalizing the Value of Integrity	16
A Treasure Trove of Knowledge and Ideas	8	Marcella Elwina Simandjuntak,	
Alvyn Mana-ay, Silliman University		Soegijapranata Catholic University	

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Network News

Managing the Transition to Online Teaching and Learning

About 600 educators from 15 Asian countries and regions joined the United Board's April 28 webinar, "Education in Emergencies: Online Teaching and Learning Strategies." Presenters described some of the steps their institutions have taken to prepare faculty for online teaching, which included building comfort with technology, adapting content to fit online teaching and learning, tips for motivating student participation, and assessment of learning. The main goal, they stressed, is to create pathways to maintain teacher-student relationships and engage students in the learning process in meaningful ways.

The United Board expresses its appreciation to the four presenters: Eva Y.W. Wong, Hong Kong Baptist University; Vinay M., Christ University (India); Galvin Radley Ngo, Ateneo de Manila University (Philippines); and Binu Thomas, Marian College (India). Visit our website to view their presentations (found at: unitedboard.org/education-in-emergencies).



Rev. Jude Sutharhan (left) receives his certificate of completion from Rev. Dr. Maher Spurgeon and Dr. Christianna Singh.

Chaplaincy Training in South Asia

Twenty-three individuals from Indian and Sri Lankan colleges and universities accepted congratulations and certificates in March to mark their successful completion of the United Board-sponsored Chaplaincy Training Program. Many Christian colleges in South Asia no longer have ordained ministers or theologically trained faculty to serve as chaplains, so this three-part program, hosted by Lady Doak College, was designed to enhance participants' understanding of the Bible, Christian theology, world religions, and mission history; develop the skills they need for holistic counseling and pastoral care; and give them greater exposure to the dynamics of liturgy and preaching.

The Chaplaincy Training Program began with a six-day workshop in September 2018, followed by online learning, and paper presentations at the March 11-13, 2020 gathering. The program was enriched by the diversity of participants — faculty in philosophy, science, social work, economics, commerce and business, computer science, and other disciplines — and by the range of topics they addressed in their papers — ethical principles, leadership examples in the Old and New Testaments, pastoral counseling in post-conflict societies, and more.

COVID-19 Impact on United Board Operations

At press time, our New York staff are working from home. Our Hong Kong office re-opened on a limited basis in mid-April and resumed normal operations on May 4. The Chennai consultancy office that provides support for our South Asia programs is open on a limited basis. All of us remain accessible by email or phone. We have cancelled or postponed a number of scheduled programs; please visit our website to check the current status of programs.

Sound Governance, Strong Foundation

Nirmala Rao, Asian University for Women

“Good governance is what underpins a well-run university.”

Nirmala Rao, Vice Chancellor of Asian University for Women (AUW) in Chittagong, Bangladesh, believes that “good governance is what underpins a well-run university.” Governance and leadership, in her view, have a symbiotic relationship. “A good leader can invigorate governance, and good governance can sustain leadership,” she said. That outlook is informed by her three decades of serving in senior management in academia, including nine years as Pro-Director of the School of Oriental and African Studies (SOAS) at the University of London, and by her research on local and metropolitan governance.

AUW’s mission is to educate and empower a rising network of women leaders through the transformative power of liberal arts and sciences education — a mission that holds strong appeal for Professor Rao and her colleagues. “The founder, trustees, faculty, and staff all have a passion for the mission,” she said, “and are committed to quality, relevance, and impact.” AUW is a young institution — it welcomed its first class of students in 2008 — so when Professor Rao took the vice chancellor role in 2017, she emphasized the need to have clear structures, processes, and lines of communication in place. “It’s important in order to build capacity and avoid risks that would affect sustainability,” she advises, otherwise leaders, administrators, and faculty

cannot give their full attention to achieving the mission.

Focusing on AUW’s mission means developing the leadership potential of young women from 19 countries across Asia and the Middle East. Most of them are first-generation university students, often from poor rural villages, regions shaped by conflict, or even the shop floor of garment factories. “AUW is an amazing place because of the way it recruits girls, the way they are taught, and the way the girls respond,” Professor Rao explains. AUW recruits girls who demonstrate empathy, courage, team-building skills, and the ability to articulate ideas, among other traits, because it considers these attributes to be essential for leadership.

The AUW curriculum builds upon these qualities. “Critical thinking, reasoning, and questioning are embedded in coursework,” Professor Rao said. “Students also do project-based work, for example, to develop situational awareness, which would help them anticipate what is coming, and assess risk. These types of projects help them collaborate, gain confidence in public speaking, and solve problems.” Over time, Professor Rao and her colleagues hope, this type of training will foster a sense of social tolerance in students, help them frame and develop debates, and shepherd them toward their own visions for social change.

That empowering approach to teaching and learning appeals to faculty as well as students. The message that Professor Rao wants to share is that sound governance builds a stable foundation from which committed educators can drive change and innovative approaches that can flourish.



Nirmala Rao



Vice-Chancellor Rao addresses AUW’s Class of 2019.

Helping Students and Faculty Meet the World

Min-Yu Li, Chang Jung Christian University

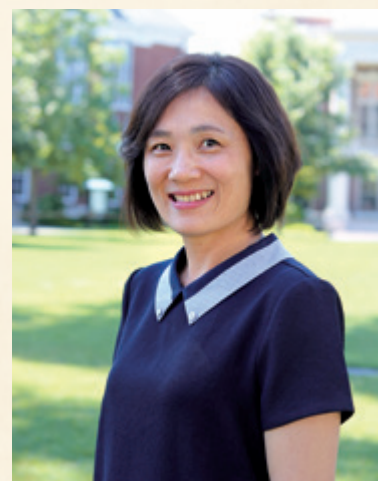
“Values are not invented, but discovered.”

“As a Christian institute, Chang Jung Christian University aims to nurture individuals to become caring leaders, respond to global challenges, and uphold ethics, responsibility, integrity, and justice,” Min-Yu Li, director of the university’s Office of Global Engagement said in a recent interview. “We strongly believe these are the values that guide young people’s conduct and lead them to their self-realization.” Part of the process of developing those values is to create an international atmosphere on campus. “This helps students and faculty meet the world, brings them opportunities to understand cultures, and helps them adapt to change,” Dr. Li said.

As a 2018-2019 United Board Fellow, Dr. Li experienced an “internationally friendly campus” during her placement at Assumption University in Thailand. “The most important element of an internationally friendly campus is that people are able to communicate with each other,” she said. “A lingua franca, usually English, needs to be adopted as the medium of communication.” Creating a sense of inclusion also means taking a closer look at the campus infrastructure. “Is there praying space for different religious requirements? Will the variety of food choices satisfy different dietary needs? Are there any symbolic constructions that would

strengthen the value and culture of the university?” These are some of the practical considerations that help translate goals into action.

Allocating resources to internationalize a campus may not be an easy decision for higher education leaders, but doing so helps prepare their students for professions that require reaching across borders and cultures. As Dr. Li points out, “For students, cross-cultural communication has been considered one of the top competencies to acquire before they leave campus and join the job market.” A welcoming campus facilitates diversity and inclusion — and that, in turn, promotes experiential learning. “Only when people are provided opportunities to encounter different cultures will they be able to investigate cultural differences and enhance their global competence,” Dr. Li said.



Min-Yu Li



Dr. Li participating in a cultural ceremony at Assumption University in Thailand.

“Values are not invented, but discovered,” Dr. Li believes, and in her view, diversity on a university campus will help students, faculty, and administrators learn from each other, avoid ethnocentrism, and develop a holistic worldview. In this way, she sees a connection between a diverse campus and whole person education. “This diversity makes it easier for people in higher education to recognize the dignity and value of life, and to continue to innovate and integrate their academic interests with social and spiritual concerns.”

Dr. Li is the 2018-2019 Candy T. Eng Fellow. Her participation in the United Board Fellows Program was funded by the Candy T. Eng Fund, which supports the professional development of Asian faculty and academic administrators.

Taking a Holistic Approach to Education

An Interview with Hope Antone

“Education is not just books but community.”

As the United Board’s Director, Faculty Development, Hope Antone develops strategies and oversees programs for faculty enhancement in whole person education. In this interview, she shares her perspective on whole person education in her native country, the Philippines.

Is there a receptive environment for whole person education in the Philippines?

Faith-based higher education institutions in the Philippines seem to have a natural understanding of whole person education. I felt this connection when I was an undergraduate at Silliman University. We didn’t use the term “whole person education,” but there was an emphasis on the total development of the person. Silliman was always trying to create a sense of belonging — in the classroom, in extracurricular activities, in service activities, on retreats, even in activities like ice breakers. All this creates a sense of team spirit that goes beyond academics, and helps to shape the total person.

Have recent education reforms in the Philippines enhanced conditions for whole person education?

Yes — these reforms really have emphasized the need for teachers to take a holistic approach to education. Outcomes-based education starts with identifying the goals you are trying to achieve, and then deciding on the teaching approach and activities needed to reach those outcomes. There is a strong focus on interdisciplinary



The Whole Person Education Academy has been an avenue for educators in the Philippines to share their experience with faculty from other Southeast Asian countries.

teaching, and helping students see connections between disciplines, both inside and outside the classroom. The reforms can help faculty and students see that education is not just books but community, not just receiving but sharing information, not just research but research connected to service. Similar reforms are taking place in other Southeast Asian countries.



Hope Antone

Are there ways for Filipino educators to share their experience of whole person education with other countries?

In 2015, a small seminary in Myanmar asked the United Board for help with a pedagogical workshop for their teachers. I contacted the Ateneo Teacher Center at Ateneo de Manila University about their teacher training curriculum, and two of their faculty served as resource persons at the Myanmar workshop. I was impressed with how they integrate spiritual and ethical development into teaching. That gave me a model of how the United Board could promote its vision for whole person education through a Whole Person Education Academy. The United Board began collaborating with Ateneo, and we held the Whole Person Education Academy for Southeast Asian faculty in 2017 and 2018, with a harvest reunion in 2019.

What are some of your aspirations for the future?

I want to see more institutions in Asia take steps to institutionalize whole person education. By this I mean an institution will be grounded in the philosophy of whole person education and make faculty development for whole person education a part of their strategic plan. I think educators in the Philippines can help colleges and universities in other countries develop their approaches to whole person education.

Strengthening the University Ecosystem

Anne Candelaria, Ateneo de Manila University

“The Fellows Program allowed me to expand my world view.”



Anne Candelaria was the 2018-2019 Elisabeth Luce Moore Fellow.

“One big lesson I took away from my experience as a United Board Fellow is that a university is an ecosystem,” Anne Candelaria, the associate dean for graduate programs at Ateneo de Manila said in a recent interview. “That was my ‘aha!’ moment.” A healthy ecosystem has interconnected parts — for example, teaching, research,

student life — that work in harmony with each other. At many Asian colleges and universities, however, the pressure of internationalization, particularly the globalization of rankings, causes the ecosystem to fall out of balance.

As Dr. Candelaria points out, rankings tend to privilege certain types of higher education institutions, research, and language. This dynamic can cause a shift in the ecosystem, as colleges and universities turn their attention away from teaching, holistic mentoring, and service. It can distort recruitment processes and pathways to promotion. It also can limit the perceived value of community-related research unless faculty are willing to convert their policy-relevant research into an academic publication.

In this type of environment, Dr. Candelaria finds, leaders and faculty need to remind themselves of their college or university’s mission. “Why does our university exist? What does it mean to be in higher education in the Philippines or in Asia? How can we restore balance in our university ecosystem?” These are the types of questions she often reflects upon, and at the Fellows Program’s Summer Institute she discovered that many other Fellows had similar questions. “I had many kitchen conversations with Fellows about these questions,” she recalled.

Dr. Candelaria’s placement at the University of Melbourne gave her ideas on how to help Ateneo students feel more connected with each other. “The University of Melbourne is a big university, but students had ways to interact with each other,” she said. When she returned from Melbourne, she developed plans for a two-day Graduate Research Festival. The 2019 festival gave students and faculty a platform to share their research, across programs and disciplines, and place it in the context of the Global South; its workshops on non-academic topics opened pathways for students to know each other better. The festival was such a success that a second one was held in February 2020.

Connecting with other educators through the United Board Fellows Program gave Dr. Candelaria a fresh perspective on ways to strengthen the Ateneo ecosystem. “The Fellows Program not only allowed me to expand my world view,” she said, “it also gave me the courage to speak out about the harsh realities of globalization and how the commodification of knowledge production affects us all in the Global South.”

Special Focus: The Philippines

The United Board has a long-standing relationship with a network of colleges and universities in the Philippines. These institutions continue to flourish with their leaders, faculty, and administrators deeply engaged in United Board programming. The individuals profiled in this section highlight a synergistic relationship, in which educators gain skills and knowledge from their participation in United Board programs and generously contribute their own expertise and insights regarding whole person education, student-centered teaching and learning, the use of technology in the classroom, and other fields, to the benefit of many in our Asia-wide network.

A Treasure Trove of Knowledge and Ideas

Alvyn Mana-ay, Silliman University

“I was inspired to do more and share the new things I’d learned.”

“Food is an essential aspect of human survival,” Alvyn Mana-ay points out, and “food safety is an important feature in human development.” Mr. Mana-ay deepened his knowledge of food safety when he enrolled in the master of science program in food safety and toxicology at the University of Hong Kong (HKU), with support from the United Board’s Faculty Scholarship Program. A faculty member of Silliman University’s Nutrition and Dietetics Department, he was the first Filipino to enroll in this HKU master’s program, earning his degree in 2018.

Mr. Mana-ay was impressed by the program, especially the quality of teaching. Each module was taught by at least three highly distinguished lecturers. “These visiting lecturers came from all over the world,” he said, “and are either award-winning professors from other renowned universities or professionals who hold prominent positions in government and NGOs around the world.” It was an environment for deep learning. “The lecturers brought with them a treasure trove of knowledge and ideas,” he said. “Every single time the program team introduced a new lecturer, I got star-struck.”

As Mr. Mana-ay studied at HKU, he thought about ways to integrate his learning into programs at Silliman University, his home institution. “I was inspired to do more

and share the new things I’d learned upon my return home,” he recalled. He was able to turn that goal into a reality. “The learning activities for the newly created course on food safety of the master in public health degree program at Silliman were designed based on my learning experience at HKU,” he said.



Alvyn Mana-ay

Laboratory activities at HKU gave Mr. Mana-ay a greater appreciation for the value of research and the ways in which it can strengthen law, policy, and ultimately, the safety of a community’s food supply. “The academe can play an important role, especially in risk assessment, which is a science-based process of evaluating the likelihood and severity of potential hazards in food,” he said, “and risk assessment studies can help policymakers in risk management and risk communication.” Mr. Mana-ay sees service-learning as a way to build faculty interest in this type of research — and to demonstrate its relevance to students.

The time Mr. Mana-ay spent at HKU was only his second trip outside the Philippines. Yet he embraced the experience and the collegial support offered him by HKU faculty; his project supervisors, lab-mates, and project partner; and other students. “I was incredibly blessed to have people and organizations who were exceedingly thoughtful when I needed help and who were instrumental to the successful completion of my academic journey at HKU.”

Mr. Mana-ay’s participation in the United Board Faculty Scholarship Program was supported by the Philippines Commission on Higher Education (CHED) and by Florante and Nora Quiocho.



Mr. Mana-ay and his HKU lab partner, Johnson Lok, received a prize for outstanding oral presentation.

Human Connectivity, Solidarity, and Cooperation

Jeane Peracullo, De La Salle University

“Research captures the ties that hold us all together as humans.”

“Human connectivity refers to solidarity and cooperation,” Jeane Peracullo, a professor of philosophy at De La Salle University said in a recent interview. She finds evidence of that connectivity in transnational women’s movements, which are “citizen-driven, women-centered initiatives that reach out to women from other countries through offers of financial aid, capacity-building projects, awareness campaigns, and study or research tours.” Studying these types of movements, Dr. Peracullo believes, can help people re-imagine international solidarity and cooperation and focus on shared experiences of being human in the contemporary world.

Dr. Peracullo was among the scholars in residence at the United Board’s 2016 Institute for Advanced Study in Asian Cultures and Theologies (IASACT). That experience gave her time and space for research, reflection, and exchange with other Asian researchers — resources that she invested in her project on “Reimagining and Rethinking Solidarity, Economic Partnership, and Cooperation in Asia: The Case of Japanese Women Activism as Transnational Women’s Movement.” The four-week IASACT experience paid dividends. “I benefited immensely from my IASACT participation,” Dr. Peracullo said. “Due to the feedback and encouragement from my mentors and fellow scholars I resolved to deepen my participation in the project.”

That commitment to her research led to good news in early 2020. “On March 2, the Sumitomo Foundation



Jeane Peracullo

informed me that I have received a research grant award,” she reports. Her project aims to “deepen the understanding of women helping other women, across borders, nationalities, ideologies and cultures.” Her research centers on the Asian Women Empowerment Program (AWEP), whose work “in the Philippines, Nepal, Indonesia, and Myanmar focuses on producing and selling fair trade goods to improve the local women’s income. AWEP is also one of the groups of Japanese women that are involved in helping foreign female workers navigate complex Japanese domestic laws.”

Dr. Peracullo returned to IASACT in 2018 as a mentor to the participating scholars. “As a mentor, I emphasized the need to put human interests at the front and center of scholarship,” she said. “Especially in the context of religion and culture, the lived experiences of ordinary people are founts for dynamic theorizing that could translate into actions that would benefit their communities. The research can be about everyday acts such as preparing food for family and guests, cooking it, and sharing it. It can be about devotional practices that manifest the religiosity of the people.”

Scholars from a wide range of disciplines can bring a purposeful focus to community concerns and social transformation. “The most important thing is that the research captures the ties that hold us all together as humans,” Dr. Peracullo said.



Dr. Peracullo (seated, far right) with AWEP members and Filipino members of Women's Independent Network (WIN).

The First Step is Asking “Why?”

Galvin Radley L. Ngo, Ateneo de Manila University

“I think we owe it to our students to reflect on our practice.”



Galvin Ngo

“We live in very exciting times, when technology allows us to bring an arsenal of tools, resources, and strategies into the classroom,” Galvin Ngo, assistant director of the Institute for the Science & Art of Learning & Teaching (SALT) and coordinator for education technology and innovation at Ateneo de Manila

University, believes. Mr. Ngo advises educators to approach the use of these tools in a thoughtful manner. “I think we owe it to our students to reflect on our practice and consider how these tools can help us design and facilitate learning experiences better, so that we can help each student do and be better,” he said.

Discussions about technology often start with questions related to “what” or “how.” Mr. Ngo, inspired by writer and speaker Simon Sinek, starts with a more basic question: why? Mr. Ngo asks teachers and administrators, “Why do you want to consider using technology in the first place?” This approach, he contends, pushes them to look at context and better understand their learners. “If we begin by looking at who our learners are, how they learn, and what their unmet needs are — and by identifying the gaps and opportunities in our classrooms and institutions — then there will be a greater chance that innovations will really make things better.” (See guidelines in box on facing page.)

That emphasis on context is consistent with the Ignatian pedagogical paradigm, which provides the framework for teaching and learning at Ateneo de Manila and other Jesuit universities. Mr. Ngo also sees ways

to link technology in the classroom to the Ignatian emphasis on experience, reflection, and action. “For example,” he points out, “in promoting reflection in a classroom discussion, one particular challenge is to elicit participation among students, especially the shy ones. However, through the use of tools that allow for online discussions, every student can now be given an opportunity to participate.” Technology also can stimulate action. “Action is really about providing opportunities for students to apply their learning, not just regurgitate what they learned from the text or the teacher — and technology provides various tools and platforms for students to produce something tangible.”

At the United Board’s Whole Person Education Academy, Mr. Ngo encouraged participants to take an honest look at the challenges they want to address and then start experimenting. He, in turn, was stimulated by participants’ enthusiastic response to his ideas. “It’s been an inspiring journey for me to encounter educators with various tenures or years of experience, and in varied disciplines, who all share a common passion for teaching — and more importantly, a common heart for the learners under their care.”



Mr. Ngo (second from left) helped Vietnamese faculty make connections between the purposeful use of technology and whole person education.

Digital Learning in Asia

Surveying Attitudes toward Digital Technologies

Respondents showed strong positive attitudes toward digital learning.

Even before COVID-19 prompted a massive shift to online learning, many higher education institutions in Asia had taken steps to expand their use of digital technologies for teaching and learning. In September 2019, the United Board conducted a survey to better understand the application of digital learning within colleges and universities in Asia as well as their faculty and administrators' perspectives on continuous learning and professional development. The survey also was intended to help the United Board gauge the desire for future programs in digital learning and technology-assisted teaching and learning.

Survey responses identified five broad trends:

1. Respondents across all countries and regions showed strong positive attitudes toward digital learning.
2. There is a significant gap between participants' positive attitude toward using technology in the classroom, and their actual usage of technology in the classroom.
3. Considerable barriers exist that prevent many participants from actualizing their desire to engage in digital learning.



Many Asian educators, like those at the 2018 Whole Person Education Academy, are keen to make better use of technology.

4. Respondents across all countries and regions show strong positive attitudes toward continuous learning, but time and money are factors in participating.
5. There is a high degree of interest in practical training on digital learning across all regions, and there is nearly equally high interest in programming on ethics and technology.

The United Board received 119 responses to the survey from 66 colleges and universities in 13 countries and regions of Asia.

On the Purposeful Use of Technology

From my perspective, the purposeful use of technology in teaching and learning is an intentionally designed use of technology that is grounded in three things:

Alignment to learning outcomes: ensuring that goals for students are clear, and that the use of technology is aimed at helping them meet those goals.

Understanding of students' context: ensuring that decisions on the selection and use of technology are driven by the types of students a teacher has and what he or she knows about them.

Clarity on the “why”: ensuring that educators are explicit about what they want to improve, as this will eventually be used to evaluate the intervention.

- by Calvin Ngo

A Life-changing Scholarship

Weimin (George) Yuan

“My liberal arts education gave me a lot of strength and support.”

“Going to university was not in my plan,” Weimin (George) Yuan recalled in a recent interview. He was born in Shanghai, and when he emigrated to Hong Kong with his family in the early 1950s, at age 12, he didn’t speak Cantonese or English. That left him trying to catch up to his classmates during his first few years at the renowned Diocesan Boys School (DBS) in Hong Kong. Even though he became a good student, he did not plan to continue his studies after DBS “as my parents were not in a position financially to support higher education.” Yet his DBS headmaster encouraged him to apply for a United Board scholarship for undergraduate education at International Christian University (ICU) in Japan, and to his surprise he was named one of the recipients.

“The United Board scholarship to attend ICU totally changed my life,” Mr. Yuan said. He had received a colonial education in British Hong Kong, so the atmosphere he encountered on the ICU campus in the fall of 1960 was a new world. He found an active student movement on campus, with Japanese classmates keen to debate the country’s future. ICU was proactive in promoting international understanding and multiculturalism, both in terms of its international student body and faculty and its outreach to Taiwan,

Korea, and other parts of the region “ICU had a profound influence on me, with its emphasis on peace, understanding, and respect,” he said. It stimulated his interest in Asian languages and cultures, which led him to graduate studies at Yonsei University and Harvard University.

“My liberal arts education gave me a lot of strength and support,” he said. “I never really had a clear career plan, but my ICU education always helped me rebound.” Mr. Yuan’s career path took him from academic studies to banking, retail, art collecting, and trading oil and other commodities, in the United States, China, and Singapore. He relied upon the soft skills developed in his undergraduate years — such as an optimistic outlook, problem solving, adaptability, and a spirit of inquiry — to overcome challenges and transition from one field of endeavor to another. His journey should be reassuring to twenty-first century students, who are told to expect multiple career changes over the course of their lifetimes and to prepare through multidisciplinary study and soft skills development.

Mr. Yuan is deeply grateful for the education that made it possible for him and his ICU classmates to succeed.

“When we went to ICU, we had only one or two suitcases of belongings,” he said, “yet we made it to the middle class.” Now, in his retirement years, Mr. Yuan feels he and his classmates should “give back,” and the United Board appreciates the support Mr. Yuan provides for its leadership development programs. “I realize how lucky and blessed I am because of the United Board,” he said, and through his generosity, these United Board programs will help talented and dynamic Asian educators nurture the intellectual, spiritual, and ethical development of new generations of students.



Weimin (George) Yuan and his wife, Mari (center) visited the United Board’s Hong Kong office.

A Message to United Board-ICU Scholars

Our Time

As beneficiaries of the United Board scholarship 60 years ago, how can we be not impressed? We arrived at International Christian University (ICU) with a suitcase, a few books, hardly any cash to our name but full of hope and aspiration. Now, in our seventies, (I am 81, though), retired, with grandchildren, a book or two to our names, a house, two cars, and enough cash in the bank, we are the middle class. Thank you, United Board!

Perhaps it is time for us to give back a little, especially on this occasion of the United Board's centennial celebration. As a gesture of our appreciation for all that the scholarship allowed us to grow and develop, shall the 120+ of us start a fund to further enable the United Board to help the youth of today and tomorrow? Recently, my wife, Mari, and I made a small contribution to the United Board. We would repeat that amount. Hopefully, our gifts can be part of an endowment fund we ICU alumni would create together. Please join in, make your contributions, and let more Asian scholars and educators benefit. Thank you!

- **by Weimin (George) Yuan**
Charlotte, NC

We invite you to support the United Board Centennial Fund for Leadership Development and make a difference for future generations of Asian scholars and educators. Learn more by contacting Trudy Loo, Director of Development at 212-870-2612 or by email at tloo@unitedboard.org.



Celebrating a friendship that began at ICU in 1964: Mike Song (Yonsei), Hiroki Kato (ICU 9th Class), Weimin Yuan (ICU 8th), with spouses Mrs. Song, Mrs. Yuan and Mrs. Kato, enjoy a reunion in Vienna in May 2015.



Weimin Yuan (second from top) and friends at the ICU Soccer Club's first training camp.



Weimin Yuan (seated, far left) and members of his Intensive Japanese class perform a short play.

CARES Act and Charitable Giving

To encourage U.S. citizens to make charitable donations during the pandemic, the CARES Act provides some valuable changes to how charitable contributions are treated:

- Charitable contributions up to \$300 (\$600 for a married couple) are tax deductible for the 2020 tax year, even for individuals who do not itemize deductions.
- Charitable contributions of cash made directly to a public charity may be deducted up to 100% of adjusted gross income (AGI) for 2020. If you plan on making a large charitable gift, you may be able to eliminate your 2020 tax burden entirely with this increased deduction.

Please contact your professional advisor to discuss how the CARES Act may apply to your gift planning and personal tax situation.

An Enduring Guide for Teaching and Learning

Mercy Pushpalatha

“The beautiful thing is that the teacher is a facilitator.”

Mercy Pushpalatha, the former principal of Lady Doak College, now serves as a program consultant to the United Board.

As a chemistry professor, principal, and advocate for whole person education, Mercy Pushpalatha has relied upon Bloom's taxonomy as a guide for teaching and learning. "Bloom's taxonomy focuses on the outcomes of learning," she explained in an interview. "Learning is the product, and Bloom's taxonomy outlines the process for attaining the product." The rubric, based on the work of American educational psychologist Benjamin Bloom, separates learning into six stages: remember, understand, apply, analyze, evaluate, and create (see diagram on facing page).

Dr. Mercy was introduced to Bloom's taxonomy when she joined the faculty of Lady Doak College in the 1980s, and it changed her outlook on teaching. "The beautiful thing is that the teacher is a facilitator, and she no longer simply delivers information to students," Dr. Mercy said. Facilitation begins before the teacher steps into the classroom. "She must have a session plan for her teaching that focuses on cognitive learning and outcomes." Flexibility is part of the preparation. "The teacher must be alert to whether students are following or not," Dr. Mercy said, "and modify the lesson plan accordingly." This approach helps students move beyond understanding



Mercy Pushpalatha often speaks on topics such as faculty development, service-learning, and counseling.

and remembering to higher-order learning.

Now, as a program consultant for the United Board, Dr. Mercy introduces Bloom's taxonomy at faculty development workshops for South Asian educators. She shows participants how it can be used to frame learning questions, write out learning outcomes,

and assess their own performance as teachers. She explains how she used the taxonomy in her chemistry classes, and she has participants make a blueprint for a learning activity of their own. Each stage in the rubric is an action word, she points out, and that helps reinforce the idea that students need to be active participants in the learning process.

Dr. Mercy also links Bloom's taxonomy to whole person education. "At the higher end of the taxonomy," she said, "we can use ethical and spiritual principles to connect students with people in the community." She offers an example of community-based research in chemistry. "When students take water samples in a community, we want them to assess the water quality without bias — we don't want them to make assumptions based on the socioeconomic status of a particular village," Dr. Mercy explained. "When students get to the stage of proposing solutions, we want them to understand the context of the community — and recognize that a solution proposed for one community may not be feasible or acceptable to another community."

Bloom's taxonomy seems designed for contemporary learners. "Twenty-first century students want a facilitative process, one that combines intrapersonal learning and experiential learning," Dr. Mercy finds, and Bloom's taxonomy offers an enduring framework to meet those expectations.



Mercy Pushpalatha

A Tool to Enhance Teaching and Learning

A Closer Look at Bloom's Taxonomy

Each stage in Bloom's taxonomy is an action word, which helps reinforce the idea that students need to be active participants in the learning process. Teachers can use Bloom's taxonomy to frame learning questions, write out learning outcomes, and assess their own performance.

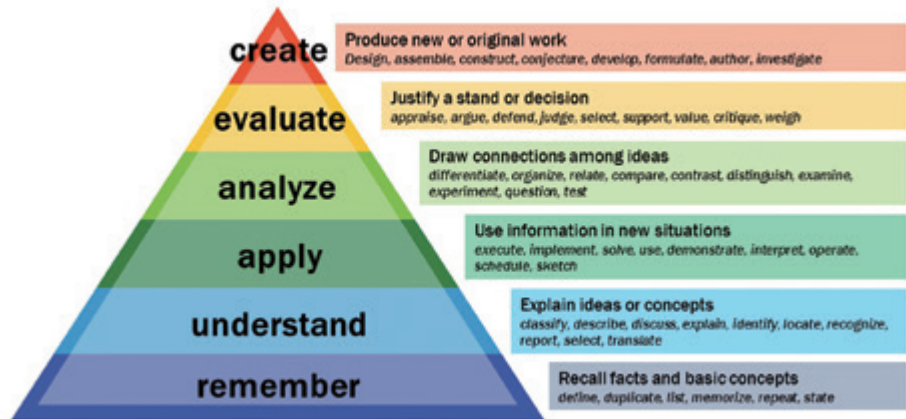


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Ushering Creativity into the Learning Process

“Bloom's Taxonomy is certainly manna from heaven, especially for the teachers in higher education, wherein appointment is made without any preliminary training in classroom teaching. Bloom's Taxonomy enables the teacher to usher creativity and innovation into the learning process. It is a handy tool that facilitates and enriches not only the process of curriculum construction but also assessment of the set learning outcomes. It also creates a common platform for the teachers to base their teaching practices across the differences in disciplines and faculties. The action verbs enable the teachers to differentiate between basic learning and higher-order thinking skills (HOTS). Bloom's Taxonomy is the axis around which the learning dynamics process functions, and it makes it possible for the teacher to enhance the learner's ability to perceive, discern, analyze, and create, thereby fulfilling the basic ethos of higher education.”

~ by **Dr. Sister Pearl, Principal, Sophia Girls College, Ajmer**



Sister Pearl (seated, fourth from right) and Mercy Pushpalatha (seated, third from right) and participants at a faculty development workshop at Sophia Girls College.

Dr. Sister Pearl attended a faculty training workshop the United Board supported at the Asian University for Women in February 2019, where she heard Mercy Pushpalatha's presentation on Bloom's taxonomy. She subsequently invited Dr. Mercy to share this framework for teaching and learning with the faculty of Sophia Girls College.

Internalizing the Value of Integrity

Marcella Elwina Simandjuntak, Soegijapranata Catholic University

“Students have idealism, and they want to be good and noble.”



Marcella Simandjuntak

Communication at Soegijapranata Catholic University (UNIKA) and a 2016-2017 United Board Fellow, combined her knowledge of Indonesian society, law, and culture with her international training in anti-corruption practices to help develop that curriculum.

“In 2011, the Ministry of Research, Technology, and Higher Education wanted to make an anti-corruption curriculum for all higher education institutions,” Dr. Simandjuntak explained. The ministry’s goal was to introduce faculty from all disciplines to the problem of corruption and help them integrate anti-corruption concepts into their teaching. Dr. Simandjuntak was part of the team that designed and delivered an anti-corruption faculty training program; through 2019, more than 4,800 faculty from about 2,200 public and private universities had participated in the training.

Participation was broad-based. “Faculty from law, medicine, nursing, journalism, economics, international relations, and more — all of them needed to connect it to their disciplines,” Dr. Simandjuntak recalled. “The goal was for faculty to show their students how to avoid corruption and be a professional with integrity, whether as a doctor, nurse, accountant, or other professional.” The training started with general concepts about corruption, integrity, and accountability; introduced relevant anti-corruption laws; and highlighted ways that society can work together to prevent corruption.

What is integrity? And what are the factors that can promote integrity? Marcella Elwina Simandjuntak has addressed those questions as a teacher of criminal law and as one of the designers of an anti-corruption curriculum used throughout Indonesia’s higher education system. Dr. Simandjuntak, dean of the Faculty of Law and

In her own teaching at UNIKA, Dr. Simandjuntak encourages her students to internalize the value of integrity. “Students have idealism, and they want to be good and noble,” she said. “In the future, as prosecutors or advocates, they need to know how corruption may present itself and be prepared to deal with difficult situations.” She helps make the issue of corruption real to them by discussing corruption cases and highlighting connections between corruption and poverty.

Service-learning, she finds, can help students recognize and challenge corruption. UNIKA developed a service-learning project with Integrity Action, an NGO that monitors the delivery of vital projects and services. UNIKA students spent a month living in an Indonesian village. “They worked on an awareness campaign there,” Dr. Simandjuntak said, “letting residents know, for example, that they do not need to pay for an ID card.”

Whole person education connects learning to values — and through her teaching, Dr. Simandjuntak helps her students prepare for professional lives based on the value of integrity. “I take every opportunity, in every class, to reinforce the anti-corruption message,” she said.



Marcella Simandjuntak has helped develop anticorruption curricula and training materials.